DOCUMENT RESUME

ED 148 454 JC 780 078

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TITLE Report of the Project on Individualized Education. Working Draft.
INSTITUTION Vermont Community Colleges, Montpelier.
PUB DATE Aug 76
NOTE 60p.; Some pages may reproduce poorly due to marginal legibility of the original document

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Adult Learning; Adult Students; Autoinstructional Programs; Classroom Participation; Community Colleges; Cost Effectiveness; *Course Organization; *Delivery Systems; Independent Study; *Individualized Programs; *Junior Colleges; Models; Noncampus Colleges; *Program Descriptions; Student Centered Curriculum; Work Experience Programs
IDENTIFIERS Experiential Learning

ABSTRACT

The document provides descriptions of five individualized learning models developed by the Community College of Vermont, a noncampus institution, for its predominantly adult student population. Models include: (1) Cluster, involving 10-30 students in a learning support group to define their needs and interests and to investigate appropriate learning experiences; (2) Experiential, providing an opportunity for the individual student to explore any experience and evaluate it in terms of learning processes; (3) Work Experience, enabling students to combine significant learning in a chosen field with a means for financial support; (4) Classroom, a more traditional approach offering courses for students with similar interests and encouraging them to actively plan, participate in and evaluate the learning experience; (5) Independent Studies, enabling students to set up their own course of study through developing objectives, methods, content, and completion requirements with the aid of an instructor. Each model is discussed in terms of general and step-by-step descriptions, procedures to implement learning for self-reliance (assessment, planning, implementation, evaluation), areas of school support, administrative information regarding model cost-effectiveness, and various forms developed for each model. (LH)

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WORKING DRAFT

REPORT OF THE PROJECT ON INDIVIDUALIZED EDUCATION

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JC 780 078

Mary Wade
Task Force for Individualized Education
Community College of Vermont

August, 1976

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A. INTRODUCTION

In the Spring, 1975, the College designated that one of its four All-College projects for 1975-76 would deal specifically with individualized education: "The Community College of Vermont will improve its organization and professional ability to support individualized education."

As a result of an All-College meeting in July, 1975, the staff defined the areas which they felt should be developed as part of the individualized education project. Discussions were then held with the College's planning group and the CCV Task Force to the "Center for Individualized Education" at Empire State. The project was then further defined. It was agreed that the focus of the project would be to improve the individualizing of educational opportunities within the context of producing self-reliant learners by refining present or developing additional models. Models were defined as the specific programs and systems systems by which educational services are provided to students, e.g., on-the-job training, courses, etc.

As planning evolved for the project, it became apparent that it would be difficult to develop delivery models which insure college-wide consistency without involving the staff in a concerted two-day Retreat, bringing together those people within the Community College who are most concerned with direct learning support.

In December, Donn Vickers, Associate Director of the Regional Learning Service of Central New York, met with the Task Force to plan the Retreat. The meeting resulted in objectives and an agenda for the Retreat, which was held on February 25-27, 1976, for approximately twenty people representing

the Learning Support staff, students, and teachers of CCV.

The objectives of the Retreat were the following:

1. to develop a consensus regarding the profile of the self-reliant learner;

2. to develop various individualized educational delivery routes and models that produce self-reliant learners;

3. to arrive at a common understanding of the purposes, functions, roles, and terms within each delivery model;

4. to agree upon the criteria for the continuous evaluation of delivery models;

5. to develop a staff development model for training of the individualized educator;

6. to develop a communication and support network.

The Retreat resulted in defining and developing the framework for five learning delivery models: Independent Studies; Work Experience; Cluster; Experiential; and Classroom. At the close of the Retreat, a cross-site Task Force was organized and charged with further refining the models, in order that each model could be eventually tested and evaluated in the sites.

B. MODEL DEVELOPMENT

Since the Retreat, the Task Force has been working to continue the development of the five models. As a result, the Task Force has completed the following major tasks in developing the models:

- finalised the profile of the self-reliant learner;
- developed the institutional and student rationales and objectives for each model;
- developed the specific steps for students in using each model;
- determined how each model related to developing self-reliant learners;
- developed the functions to be performed by CCV in supporting students each model;
- determined a comparable format for the presentation of each model for sites and students;
- undertaken a cost estimate and task analysis for supporting students using each model.

The definition of the profile of the self-reliant learner was the first task accomplished by the Task Force. The profile forms the educational basis for the models, for each relates to developing self-reliance in our students. It was agreed that self-reliant learners in each of the ten areas of competence can assess what they have learned in the past and decide what they wish to learn in the future, they can plan to reach their goals; they can implement the plan; and they can determine when they have completed the plan. As a result of this definition each model addresses learning for self-reliance by defining four essential stages in a learning experience: assessment, planning, implementation, and evaluation.

In addition, each model addresses the tasks to be performed to support students using the model. While the Task Force did not address the specifics of "who does what", the tasks are defined under major functions: administration, resources, counseling, instruction, instructional support, and evaluation.

A cost effectiveness projection was made for each model, in terms of the costs to the institution indirectly supporting students, regardless of administrative overhead and services, e.g., maintaining student records, processing evaluation forms. Therefore, the projections were made by taking an average hourly wage of the salaries paid to the learning support staff of the college and figuring an average amount of time spent with students and instructors in support. In addition, the amount of money collected in tuition, based on 100% collection, and amount of money paid out in teacher pay were calculated into the projection. The formula devised to determine each projection was:

cost/hr in support staff	+	Instructor Cost	=	Gross Cost	-	Tuition	=	Net Unit Cost

C. TO BE COMPLETED

Two major pieces in the development of the models remain to be completed: an assessment and screening system for students in each model, and an evaluation system for testing each model.

With the development of the five models, it became apparent that the College needed a means by which students could easily determine which model would most approximately meet their needs and learning styles. Because CCV is open-access and most of our students are adult learners, they vary greatly in such areas as their learning styles, psychological needs, prior experiences, and rate of learning. Presently, the College does not have a formal process by which student needs and styles can be assessed to assist them in making decisions about the most appropriate learning experiences. With the development of the five models, it appears that such a process is necessary in order for the models to be of maximum use to students.

During August and September, research will be done into existing assessment systems and a report prepared. The research will be presented to the Sites and Task Force during the Fall. Thereafter, a system will be developed and finalized, to relate specifically to the needs of the College and the Individual Education models.

With the testing of the models in the Spring, the Task Force is now focusing on the system for evaluating each model. The evaluation will deal with concerns such as:

1. how many students chose each model;
2. how many completed each model;
3. cost of each model per student;
4. how many students used the model toward their degree programs;
5. how many students used the models for the various degree programs;

6. the students who used the models in relation to:

   -new students vs. continuing students;
   -degree students vs. non-degree students;
   -age and sex of students;
   -counselor and site.

7. how many and what kind of [illegible] added to the resource pool as a result of the models;

8. how many students in each model used the resource system;

9. who primarily designed the content of the learning experience, e.g., student, instructor, counselor;

10. how often the models were used by a given student;

11. the average time spent in each model by student, site staff, and central office;

12. the persons and resources used by each model;

13. the change in students relative to self-reliant learner characteristics.

The methodology for the evaluation system will be determined by October 30. During November and December, the criteria and procedures for the evaluations will be determined, and the system finalized by January for implementation in Spring.

D. THE MODELS

The following materials represent the work completed to date by the Task Force in developing the five individualized education models. Each model contains the following sections: general description; a step-by-step description; learning for self-reliancy; description of functions to support model; administrative information; and forms.

1. CLUSTERS

I. Description

The Cluster is a model that is instituted within a particular geographic area and involves 10 - 30 students as participants. It has as its core a "Learning Support Group", with a variety of learning experiences generated from inside and outside the Support Group. All students participating in a Cluster are members of the Learning Support Group, through which they receive a variety of personal and academic support services. Through participation in the Support Group, students needs are assessed, and appropriate learning experiences developed within additional group or individual settings.

By instituting the Cluster model, certain benefits accrue to CCV. The College is able to provide cost-effective services to low-income, low-access students in areas that might not support regular classes. Through the high degree of support provided through the Learning Support Group, the student attrition rate is diminished, and students develop the skills that will enable them to make use of other CCV offerings, helping to prepare them for jobs or further study.

Likewise, specific benefits are derived for those students participating in a Cluster. Students are provided access to a "cluster" of services and on-going support. They learn to assess their own educational needs and competencies, and develop educational experiences to meet their assessed needs and interests. In addition, they gain a sense of personal awareness and inter-personal patterns, while they improve their learning skills.

Upon an initial assessment interview with a CCV staff member, students become involved in the Cluster model. A group planning meeting is then held for all new members, during which time the learning experiences are defined and the Learning Support Group organized. The Learning Support Group meets regularly

to explore topics set by the students, e.g., Values Clarification; exploration of ten areas of competence; career exploration. While participating in the Learning Support Group, the students are involved in other learning experiences, e.g., practicums, workshops, independent studies. At the end of the term, students prepare final evaluations of the Learning Support Group and the specific learning experiences. With the beginning of the next term, the cycle is repeated, with new learning experiences developed, based on the outcome of the prior term.

II. Step-by-Step Description of Model

The specific steps for students using the Cluster Model are:

1. The student responds to publicity, referral or recruitment;

2. The student has one-to-one visit with CCV staff member or peer counselor for:

   a. information about program;
   b. financial aid counseling;
   c. discussion of possible family and logistical problems and possible solutions;

3. The student attends an orientation and program planning meeting for all new members led by CCV staff, teachers and with continuing students there to provide peer support;

4. The student attends a development and planning session if desiring practicums, independent studies, or other special learning experiences;

5. Registration is held and Learning Support Group and subject area classes are formulated;

6. The student begins attending learning experiences;

7. The student is involved in on-going assessment, planning, implementation, and evaluation individually, with staff members, teachers, peer counselors and other students.

The specific steps for students in the Learning Support Group are:

1. The student registers for the Learning Support Group, as one of their learning experiences;

2. The student meets on a regular basis with instructor. At the first meeting, introductory exercises and a preliminary discussion of possible class content;

3. Group meetings are held on an on-going basis, with the content set by the students. During 1975 and 1976, topics covered included:

   a. Values Clarification exercises;
   b. use of the Decisions and Outcomes book;
   c. students kept journals about what they were learning;
   d. students shared learning with one another that they gained through other learning experiences;
   e. in-depth exploration of one or more of the ten competencies, e.g., analytical, self-awareness, communication, cultural and historical;
   f. career exploration: this involved both resource people coming to the group to discuss their jobs, and students interviewing people and reporting back to the class on what they had learned;
   g. student reports on topics of their choice to practice both research and reporting skills;
   h. discussion of the value and relevance of education;
   i. on-going evaluation of Learning Support Group content and structure.

4. The student participates in final evaluation of the experience, both in a group and individually with the instructor. Planning is begun for content of this and other subject area classes to be held in the next semester.

III. Learning for Self-Reliance

For each of the four stages of a learning experience (assessment, planning, implementation, and evaluation) the student is involved in the following activities:

Assessment:

The student's needs and interests are assessed in an initial interviewing session with a CCV staff member or peer counselor. In addition, an orientation session with staff, teachers, and peers is held to further assist the student in defining his/her needs and interests, during which time learning experiences are also planned, based on the identified needs. Assessment then continues through the participation in the exercises and activities of the Learning Support Group and individual meetings with CCV staff and/or peer counselors. The CCV staff member consults with students and teachers regarding student progress throughout the term.

Planning:

Students are involved in planning their learning activities at the initial orientation session held with the staff, teachers and peers. As learning experiences are developed through the orientation session and the Learning Support Group, the student meets with teachers to plan each of the specific learning experiences in which he/she will participate. Likewise, the student is continually involved in the planning of the content for the Learning Support Group and the activities for the next term.

Implementation:

The student attends classes, workshops, practicums and follows through on all class related projects, as planned, while receiving continual support by the Learning Support Group and CCV staff.

Evaluation:

Students evaluate all learning experiences including the Learning Support Group, with CCV staff members, teachers and peers, and future plans are made based on the outcomes of each experience. In addition, written evaluations, using the CCV evaluation process, are submitted for each experience.

IV. Descriptions of Functions to Support Model

As students involve themselves in the Cluster Model, they can expect that CCV will support the model by performing the tasks under major functions: administration, resource, counseling, instruction, instructional support, and evaluation. The tasks to be accomplished for each function are as follows:

Administration:

- develop appropriate publicity for recruitment;
- provide registration and process forms;
- contact potential sources for referrals;
- process financial aid;
- keep records of students;
- develop possible work-study jobs and practicum experiences;
- process evaluation forms;
- collect tuition;
- process teacher contracts;

Resources:

- find and use appropriate outlets for publicity;
- keep in touch with potential referral places;
- maintain data on community resources for providing learning experiences;
- order resources;
- coordinate use of libraries, films, materials, duplicating, etc.;

Counseling:

- provide outreach activities for easy access to model;
- visit interested students, providing information on program and procedures;
- provide financial aid counseling;
- provide orientation session, using teachers and other students;
- assist students in planning their program;
- provide on-going support through class and individual visits;
- facilitate the Learning Support Group to provide support;

Instruction:

- provide instruction in learning experiences;
- provide support to community resources;

Instructional Support:

- recruit teachers and find facilities;
- plan learning experiences with teachers and students;
- assist teachers with CCV processes and procedures;
- provide in-service activities for students;
- monitor quality of instruction and student/teacher interaction;
- provide on-going support;

Evaluation:

- provide assistance with CCV's evaluation process to both teachers and students;
- assist students with on-going evaluation of Learning Support Group and other learning experiences, from which to build future learnings.

V. Administrative Information

Cost Effectiveness Projection:

The projection for the Cluster Model is based on the cost for the Cluster in Enosburg Falls, during the Spring, 1976 term. $ 3,323.00 was expended in the salary for the coordinator. Approximately 25% of her time (30 hours/week) was devoted to administrative overhead, leaving $ 2, 494.25 expended for direct services to students. There were 89 placements, which resulted in a tuition collection of $ 4,465.00.

$800.00 was paid out for instructors. Therefore, the cost to the institution in supporting one student in the Cluster Model was a profit of $ 11.17 (total cost to institution divided by 89 placements).

Tuition:

The fee structure for the Cluster Model is based on the present fee structure for classes, independent studies, and work experience. Tuition for the Learning Support Group is the same as for one class.

Credit Recommendation Policy:

Participation in the Learning Support Group is recommended for credit, based on the formula for one class. In addition, a student is required to participate in at least one other learning experience. To be a full-time student, he/she would participate in the Learning Support Group and 3 other learning experiences.

VI. Forms

Attached is a copy of the course desciption for the Learning Support Group for the Fall term, in Enosburg Falls. The additional forms used are the standard CCV forms.

Instructor: Susan Smallwood

Course Title: Learning Assessment Group

Term/Year: Fall/1975

I. COURSE DESCRIPTION

A. Goals, Objectives, or Planned Outcome:

The learning assessment group serves as a support group for CCV students. During this experience students should:

1.) become aware of their learning and become more self-sufficient in their learning

2.) begin to understand their own values

3.) improve their decision making skills

4.) gain an increased understanding of career opportunities

B. Methods and/or Content:

Each student will keep a journal based on the new general studies compentencies in which they will record things they have learned. The students will meet together weekly to discuss their learning and do exercises related to the above outcomes. Speakers will come to the class to discuss their jobs with the students.

C. Completion Requirements:

In order to successfully complete the course the student should:

1.) attempt to meet the objectives listed above

2.) Keep a journal and participate in discussion of their learning

3.) participate in the skill development exercises mentioned above.

D. Other Information:

2. THE EXPERIENTIAL MODEL

I. Description

The Experiential Model offers students the opportunity to become immersed in an experience, valued by the institution but free from institutional constraints. Because learning often occurs in unpredictable and spontaneous ways, students are encouraged to focus on the learning process, rather than on the outcomes and content of the experience. After the student has participated in an experience, the experience can be evaluated jointly with a counselor through a personal reflection on the relationship between experience and learning and the results of the experience. Though CCV cannot recommend transfer credit, this model may be used for CCV's contracting process.

By offering this model to students, CCV is able to recognise learning that is inherent in an experience, without influencing the outcomes beforehand. In addition, learning is recognized that is possibly inherent in a process, rather than inherent in material or content of an experience. Students are provided an opportunity to develop an awareness of the need for learning and growth, outside of the usual content areas and usual life patterns. Through personal reflection on the experience with a counselor, students are assisted in developing self-assessment and evaluation skills.

Students become involved in this model after an initial meeting with a counselor to explore his/her learning needs. The experience should be defined as well as possible beforehand, while the counselor encourages the student to focus on the learning process itself. Upon registration the student, suitably encouraged to participate as fully as possible in the undertaking, presumably involves him or herself in the project.

Throughout the course of the experience, the counselor is there for the on-going process of evaluation and to insure the removal of possible constraints that might prevent the fullest possible involvement in the learning experience.

Upon completion of the experience, the student can reflect on the experience with a counselor and complete the CCV evaluation form.

II. Step-by-Step Description of Model:

The specific steps for students using the Experiential Model are:

1. The student will meet with a counselor to:

   a. identify his/her learning need and explore how that need might be met through experiential learning;

   b. define an experience in which to become involved and encourage the student to focus on the process of learning rather than the outcomes and content of the experience.

2. The student registers;

3. The student engages in the experience - doing it, feeling it, taking possible risks, being open to the experience;

4. The student meets with a counselor after the experience to reflect on and evaluate the experience and determine the learning resulting from participating in the experience;

5. If the student wishes to formally evaluate the experience, he/she and the counselor fills out the CCV evaluation form.

III. Learning for Self-Reliance

For each of the four stages of a learning experience (assessment, planning, implementation, and evaluation) the student is involved in the following activities:

Assessment:

At the initial interview, the student identifies with the counselor his/her learning needs and why he/she wants to use this model.

Planning:

A student begins planning for the experience through a meeting with the counselor. The student and counselor discuss the possible constraints that might prevent total involvement in the experience. In addition, students are encouraged to focus on the process of learning, rather than on the outcomes and content of the experience.

Implementation:

The student involves him/herself in the experience.

Evaluation:

After completion of the experience, the student meets with the counselor and reflects upon it to determine the learning resulting from participation in the experience. The experience is evaluated through personal reflection on the relationship between experience and learning. If the student wishes formal recognition, he/she completes CCV's evaluation form, with the counselor.

IV. Descriptions of Functions to Support Model

CCV will support students using this model in performing the following functional tasks:

Administration:

- provide registration and process forms;
- keep records on students;
- process evaluation forms;
- collect tuition;

Resources:

- make available case studies of successful experiential experiences;

Counseling:

- assist student in identifying learning needs and how that need might be met through the model;
- assist student in defining possible experiences and discuss the process of participating;
- assist student in reflecting on experience at completion;

Evaluation:

- complete CCV evaluation form with student.

V. Administrative Information

Cost Effectiveness Projection:

In order to provide direct support to a student using the Experiential Model, approximately three hours would be expended by a counselor: one hour in the assessment and planning stages and two hours in assisting a student to reflect upon and evaluate the experience. This amounts to a cost of $ 14.35 in staff time.

A tuition rate has not been established for this model. However, if the student were charged the $ 15.00 independent study fee, the institution would profit by $ .65.

Tuition:

A tuition rate has not been established for this model. The College Council has been requested to review the present fee structure and determine a fee for this model.

Credit Recommendation Policy:

This model is used for experiences that probably would not involve "teacher contact hours" nor is it consistant with the model to establish the number of hours to be spent on the experience. Therefore, under the present credit recommendation policy, it will not be possible to recommend credits for it, for transfer purposes. However, the model is viable for the CCV degree process.

In addition, under present financial aid guidelines, financial aid will not be available to a student for this model.

VI. Forms

Special forms would not be needed for this model.

3. WORK EXPERIENCE

I. Description

This model is primarily a way to combine learning with doing. Students obtain work experience in a field of interest, or use their present jobs or volunteer positions. A work experience supervisor helps students plan the experience, as well as directing and evaluating the learning.

By providing an opportunity for students to be involved in a work experience in their field of interest, the model is an effective vehicle for career-education and exploration. In addition, students are given an orientation to the working set, and the opportunity to experience a working environment, including contact with colleagues in the field. Through regular contact with a supervisor, students are encouraged to refine and develop skills as well as continually assess and evaluate their learning. While the model enables students to combine significant learning in a chosen field with a means for financial support, CCV solidifies and expands upon community linkages with agencies, and businesses.

The Work Experience Model requires the student to meet with a CCV staff member for self-assessment and to explore various possible placements. The student or staff member contacts prospective supervisors, and the CCV staff, student and supervisor meet to discuss learning objectives, write a job description and agree on completion requirements.

After the term of work, during which time the student and supervisor are engaged in a continual process of evaluation, the supervisor, student and CCV staff meet to evaluate the experience.

II. Step-by-Step Description of Model

The specific steps for students using the Work Experience Model are:

1. Students responds to publicity through course listing, referral or recruitment;

2. Student has an initial counseling interview to discuss his/her interests, background, present educational program and future plans, as they relate to possible work experience alternatives;

3. The student then registers for work experience;

4. The student discusses possible work or volunteer placements with a counselor, if the student is seeking a new position;

5. The student contacts prospective employers or supervisors if he/she is seeking a new position. If a present position is to be structured into a learning experience, he/she contacts the present employer or supervisor;

6. The CCV staff member, student, and supervisor meet to finalize the placement as a learning experience. The primary purpose of the meeting is to outline learning goals and objectives, write a job description, and agree on completion requirements. CCV procedures, College-supervisor-student relationships, and mutual expectations are also discussed;

7. The student and supervisor are supported throughout the term by CCV staff through periodic contacts;

8. At the end of the experience, the student, supervisor, and, if possible, CCV staff meet to evaluate the experience. The CCV evaluation form is completed by student and supervisor.

III. Learning for Self-Reliance

For each of the four stages of a learning experience (assessment, planning, implementation, and evaluation) the student is involved in the following activities:

Assessment:

The student has an initial interview with CCV staff to assess his/her interests, background, present educational program, and future plans, as they relate to the work experience learning alternative. In addition, continual assessment with the supervisor occurs throughout the work experience as the student refines and develops new skills.

Planning:

The student is actively involved in planning his/her work experience, both with the CCV staff member and supervisor. At an initial interview with the CCV staff, possible placements are explored, if the student is seeking

a new job or volunteer position. The student or CCV staff member contacts the prospective supervisor. Thereafter, the CCV staff member, student, and supervisor meet to finalise the placement. Learning goals and objectives are outlined, a job description written, and completion requirements agreed upon.

Implementation:

The student implements his/her learning by participating in the experience. CCV staff are available to provide continual support to both the student and supervisor. The supervisor meets regularly with the student to discuss the experience.

Evaluation:

The student receives an on-going evaluation by the supervisor as he/she develops skills. At the end of the experience, a meeting is held with the supervisor, student, and, if possible, CCV staff member to evaluate the experience. Both the supervisor and student complete the CCV evaluation form.

IV. Description of Functions to Support Model

As a student involves him/herself in this model, specific tasks are performed by CCV to support the student and supervisor.

Administration:

- process financial aid, if work-study position;
- develop possible work-study jobs and placements;
- process contract for supervisor, if work-study position;
- collect tuition;
- keep records on students;
- process evaluation forms;

Resources:

- maintain information on possible placements;
- maintain information on possible supplemental readings, materials, and training programs;

Counseling:

- assist student in assessing needs;
- assist in identifying possible work or volunteer positions;
- provide financial aid counseling;
- assist student and supervisor with CCV procedures and evaluation process;
- provide on-going support to student and supervisor.

Evaluation:

- assist student and supervisor with evaluation process.

V. Administrative Information Cost Effectiveness Projection

The projection has been calculated on the basis of the following: two hours for assessment with the counselor; one hour for exploring placements and making contact with agencies or prospective employees; two hours for the meeting with the supervisor and student to plan the experience; three hours for supporting the student and supervisor throughout the experience; and one hour for the final evaluation. This results in a total of nine hours of staff time, or $ 43.02.

Based on a tuition of $ 15.00 for the experience, the total cost to the institution in supporting a student using this model is $ 28.02.

Tuition:

The tuition rate for students using the Work Experience Model is the same as for the Independent Study Model: $ 60.00 when the supervisor is paid and $ 15.00 when CCV does not pay a supervisor. However, because of the amount of time expended by staff in supporting a student in this model, regardless of

whether or not the supervisor is paid, the Task Force has requested that the present fee structure be examined.

Credit Recommendation Policy:

The policy for recommending credit for work experience is the same as for independent studies. Three credits equals nine student hours of work, per week for fifteen weeks.

VI. Forms

The standard CCV forms are used for this model.

4. CLASSROOM MODEL

I. Description

Although classes are often held in places far removed from the traditional classroom (in churches, homes, and offices as well as in schools), the Classroom Model does represent CCV's most traditional and familiar approach to delivering education to the learner. Subject matter can be presented to a group of students with similar needs and interests, scheduled with a regular time sequence. Students who sign up for classes may experience a variety of classroom structures and teaching styles but all can benefit from the interaction with both peers and instructor. Students also like the on-going contact that they have with the instructor. With particular relevance to CCV, courses provide continuing educational opportunities for community members on a cost-effective basis.

Because of the high value placed on educating for self-reliance, competence, and "learning-to-learn" skills, classes begin with students and instructor negotiating to set the objectives for the course. Learners with the help of a counselor (if needed) or instructor, find out more about themselves; their needs, interests, learning styles, etc., and they identify and plan for the learning that will occur. Students are to become actively involved with the content of the class, participating in discussions, trying out new ideas, reflecting on what is happening, and continually evaluating the results. Instructors are encouraged, whenever possible, to make the course content relevant to individual students' needs and to provide opportunities for that active student involvement to occur.

Besides providing opportunities for the development of skills, knowledge, and competence related to the subject matter of the course, it is hoped that students can become more competent in other areas as well. In the process of taking a course, students might improve in their ability to analyze problems,

develop physical and manual skills further, become more self-aware, increase their communication skills or develop in many other ways not normally considered as part of a class experience.

The development of feedback is essential for the student and teacher as well as CCV staff. For this reason, the importance of on-going evaluation is emphasized. Teachers are trained in orientation and workshop sessions to make the evaluation process as fruitful as possible. Students and instructor continually evaluate the learning that is occuring; formal narratives are written at the end.

Instructors are chosen based on their demonstrated expertise and proficiency in their particular field. Those who have or develop effective teaching skills are often found teaching many times. Good instruction combined with an emphasis on learning can make the experience for students a rewarding one.

II. Step-by-Step Description of Model

The specific steps for students using the Classroom Model are:

1. The student becomes familiar with course lists and catalogue descriptions;
2. The student talks to counselor if necessary;
3. The student makes choices and requests learning experiences based on needs and interests;
4. The student fills out financial aid forms if necessary;
5. The student registers, attends orientation, and meets instructors (if possible);
6. The student attends the first class meeting;
7. The student contributes to objective formulation, for both class and self;
8. The students plans with the instructor how to meet the objectives and how to evaluate;
9. The student participates in activities, discussions and assignments;
10. The student participates in on-going evaluations;
11. The student completes the final evaluations.

III. Learning for Self-Reliance

For each of the four stages of a learning experience (assessment, planning, implementation, and evaluation) the student is involved in the following activities:

Assessment:

Students are encouraged to take a close look at their own attitudes, styles, abilities, needs and interests when making decisions about particular courses. If necessary, counseling is available to help students through this process. During a class, students can help both themselves and the instructor by continually assessing themselves and the progress of the class and by sharing their insights with the instructor.

Planning:

Through negotiation with the instructor and other students, the student should make some tentative decisions about: what is going to be learned; how it is going to be learned; and how he/she will know when it has been learned.

Implementation:

During this phase, the student becomes actively involved with learning activities, which may also include helping other students and the instructor in the learning process.

Evaluation:

It is beneficial for the student and the class if an on-going evaluation is taking place. A more formal process should occur about mid-way in the course when students pinpoint what has been accomplished and offer suggestions concerning the remainder of the course. At the end of the class, students are asked to write a narrative evaluation of what they have learned and make an evaluation of the instructor and the College. Often students participate in a final meeting with the instructor for discussion of the learning that has

taken place and the evaluation procedures.

IV. Description of the Functions to Support the Model

As students involve themselves in the Classroom Model, they can expect that CCV will support them by performing the tasks under five major functions: administration; resources; counseling; instruction; and instructional support. The tasks to be accomplished for each function are as follows:

Administration:

- provide registration and process forms;
- process financial aid;
- keep records on students;
- collect tuition;
- process teacher contract;
- prepare course lists;
- process evaluation forms;
- develop appropriate publicity;

Resources:

- select, order, and distribute resources;
- coordinate use of libraries, films, materials, etc.

Counseling:

- provide orientation for students;
- assist student in assessing needs;
- provide on-going support;

Instruction:

- provide instruction in the subject and support for the student, through regularly scheduled classes;
- maintain and improve the level of proficiency in particular field and in instruction;
- complete the necessary attendance and evaluation forms;

Instructional Support:

- recruit teachers and find facilities;
- plan courses with teachers;
- provide in-service activities for teachers;
- monitor quality of instruction and student/teacher interaction;
- develop curriculum;
- assist teachers with CCV processes and procedures;
- provide on-going support;

Evaluation:

- provide assistance with evaluation process to both teachers and students;
- distribute evaluation information at orientation sessions;
- discuss evaluation methods in workshops;
- distribute forms;
- discuss evaluation in late or last class.

V. Administrative Information

Cost Effectiveness Projection

The projection has been figured on the basis of the following averages in staff time: two hours for counseling (orientation; assessing student needs, financial aid counseling; on-going support); one hour for resources (selection, ordering, and distribution of resources); and seven hours for instructional support (recruiting teacher, finding facility, planning course with teacher, assisting teacher with CCV procedures and in-service activities). The seven hours for instructional support and one hour for resources are expended for one class, with an average of 10 students. Therefore, the average time expended in instructional support and resources for one student would amount to approximately 48 minutes, with a total of two hours 48 minutes for all functions. This amounts to a cost of $ 13.38 in staff time.

Based on the formula devised to calculate the projection, tuition and teacher pay are figured in, using an average of 15 weeks class sessions. Therefore, as a result, using a fee of $ 35.00 for tuition and $ 225.00 for teacher pay, it costs the institution approximately $ .88 to provide direct support to one student in one class.

Tuition:

Tuition has been established at a rate of $ 35.00 for a course with 9 or more meetings and $ 25.00 for a course with 8 or fewer meetings. If a course has 4 or fewer students, the rate is $ 45.00 and $ 35.00.

Credit Recommendation Policy:

Under present policy, when a student has been evaluated and successfully completed a CCV course involving not less than "H" contact hours with the instructor, then the Office of the Registrar will recommend "C" semester hour "credits".

When "H" equals:	Then "C" equals:
6¼	½
12½	1
18 3/4	1½
25	2
31¼	2½
37½	3
43 3/4	3½
50	4

For example, if a course meets for 2½ hours for 15 weeks, 2½ credits would be recommended.

VI. Forms

Attached are copies of samples of the following: letter to students, explaining CCV evaluation process; Student Appraisal of Instructor and the Course; and Evaluation of CCV.

STUDENT APPRAISAL OF INSTRUCTOR AND THE COURSE

Class_____

Instructor_____

Term: Spring, Summer, Fall 19__

This appraisal will be used by the instructor to improve the course you are taking. The information you provide will be valuable only if your responses are as honest and objective as possible. If you have additional comments about your course experience please call Community College. (229-0328 or 828-2801)

1. How successful has this class been in fulfilling your needs and expectations? Please indicate also whether the class content has been meaningful and relevant to you.

2. Could you talk with the instructor easily? Have you felt comfortable in class (has it been easy to speak up and criticize or comment)?

3. Do you think the class has been well organized?

4. Has the class been geared to your level of ability?

5. Has the instructor used a variety of teaching methods? (i.e. lecture, discussion, films, field trips, etc.)

6. Do you recommend that Community College offer this course again? Why?

7. If this course were offered in the future, what changes would you like to see in it? Are there specific improvements the instructor could make?

Name(optional)_____

Please use the back to continue your comments concerning this course.

COMMUNITY COLLEGE OF VERMONT
Washington County Site

Dear CCV Student,

The answer to the questions below might help you in writing your evaluation statement. We have found that statements which are prepared at home on a separate sheet of paper and then transferred to the evaluation form are generally neater and more thoughtful. Also, for those of you who are working toward a CCV degree or who are planning to continue your education at another institution, please remember that this course description and evaluation form serves as the basis for your transcript.

1. To the extent that you can recall, what were your aims when you enrolled in this course?
2. Describe the ways in which you participated in the course.
3. Did you do a class project? If so, what was its form and content?
4. What additional work, if any, did you complete during the course?
5. What do you regard as the most important outcomes for you of this course?
6. List any new ideas or interests acquired from the course.
7. Have you achieved your original aims?

Please feel free to call a CCV counselor at 828-2801 if you have any questions.

Sincerely,

Clo Pitkin

Clo Pitkin
For the CCV Counseling Staff

EVALUATION OF COMMUNITY COLLEGE

Term: Spring, Summer, Fall 19__ Course Title_____.

Evaluations of Community College are valuable to the college staff in assessing and improving its work. We are anxious to learn as much as we can from the students and instructors about the quality of our services to the community. Community requests determine our courses and your comments improve them.

1. What comments or suggestions have you that would be useful for improving Community College?

2. Would you like additional information concerning bank-by-mail tuition payments, financial aid, course advertising, degree programs, independent studies or on-the-job-training opportunities? If so, please describe.

3. What courses might interest you in the future?

4. From time to time we need help folding and labeling the newsletter, registering students and with other projects. Would you be willing to volunteer a few hours of your time to work with us on one or more of these?

Name(optional)_____

Please use the back if you wish to make any other comments and call us (828-2801) if you wish to discuss your Community College experience.

5. INDEPENDENT STUDIES

I. Description

Independent Studies meet student needs and interests not embraced by regular course offerings. Subscribed to by either well motivated students or those seeking to test their interest of college study in a protected environment, independent studies underscore CCV's intentions of serving diverse community interests and to accomodate a wide variety of learning styles.

While independent study arrangements are not cost effective, they are a source of constant enrichment of curriculum. They are a testing ground for unusual or specialized subjects and sometimes point to veins of community interest as yet untapped by college staff.

In addition to the opportunity to sample subjects in a specific field, independent study work offers students the chance to improve their study skills, develop inquiry, research and a host of related skills to assist them in building a solid and realistic plan of personal college study.

Independent studies are developed along the same lines as a regular course, and involve the same administrative personnel. Students meet with counselors to explain their project and to get assistance in refining specific goals to ensure that expectations, time schedule, and other matters are realistic, given the students ability. Descriptions of independant study work listing objective, method, content and completion requirements are used in the selection of an appropriate instructor, unless the student has already found one or unless the independent study is for the purposes of validating, within the CCV framework, a course taken under the suspices of another institution. As per other CCV sponsored learning opportunities, students and instructors write narrative evaluations of the student's performance in light of the established objectives.

II. Step-by-Step Description of Model

The specific steps for students using the Independent Study Model are:

1. In order to assess needs, the student:
   a. meets with CCV staff, or,
   b. completes an application and submits independent study description proposal (objectives, methods/content and completion requirement) and meets with CCV staff;
2. The student or staff member locates an instructor;
3. The student, instructor and CCV staff member meet to clarify Independent Study procedures and polish course description, if the student has prepared one;
4. If a course description proposal has not been submitted, the student meets with the instructor to write a description, which is submitted to CCV staff for approval;
5. The student meets with the instructor on a regularly scheduled basis to carry out learning;
6. The course description is revised, if necessary. An updated course description is mailed to CCV, if needed by Site;
7. At completion of study, the instructor and student meet to evaluate the study. Appropriate evaluations are submitted:
   a. CCV Evaluation form, or
   b. Independent Study Summary Report.
8. If possible, the student meets with CCV staff to discuss outcomes of study and make future plans.

III. Learning for Self-Reliance

The Independent Study Model integrates the four stages of a learning experience by the following:

Assessment:

A student participates in the assessment process by meeting with a CCV staff member to discuss learning needs and style, as they relate to working independently. In addition, the general objectives of the study are discussed, as they relate to the students' goals and plan of study.

Planning:

The student participates in planning the learning experience in the meetings with both the CCV staff member and instructor. A discussion might be held with a staff member for advice and information about possible resources. In addition, in a meeting with the instructor, and, if possible, the staff member, a course description is negotiated, specifying what learning will occur, what the instructor and student will do and how the learning will be evaluated.

Implementation:

The student implements his/her learning, with regular meetings with the instructor. A CCV staff member provides support to both the instructor and student, in order to insure that the study is "on track".

Evaluation:

At the completion of the study, the student and instructor meet to evaluate the experience. The evaluation forms are completed and submitted to the site. In addition, if appropriate, there is a final meeting with the student and instructor to discuss the outcomes of the study.

IV. Description of Functions to Support Model

As students participate in Independent Studies, they can expect that CCV will support the model by performing the following tasks under the administration, resource, counseling, instruction, instructional support and evaluation functions:

Administration:

- process financial aid;
- provide registration and process forms;
- process teacher contracts;
- collect tuition;
- keep records of students;
- process evaluation forms;

Resources:

- maintain information on materials, media, and Learning Skills information;
- maintain information on possible instructors;

Counseling:

- assist students in assessing needs, learning style and goals, as they relate to independent studies;
- provide financial aid counseling;
- provide on-going support;

Instruction:

- provide support, background information and instruction in the subject;

Instructional Support:

- assist instructor with CCV processes;
- locate instructor;
- assist in negotiating course description;
- provide on-going support;

Evaluation:

- assist student and instructor with evaluation process.

V. Administrative Information

Cost Effectiveness Equation:

To support a student participating in an independent study requires approximately 10 hours: two hours for assessment; three hours to find an instructor and meet with him/her and the student to negotiate the learning contract; one hour to coordinate learning materials; three hours to support both the student and instructor through the process; and one hour for the evaluation process. This amount of time is equal to $ 47.80.

Based on a tuition rate of $ 15.00 for the independent study, the total cost to the institution in supporting a student using this model is $ 32.80.

Tuition:

The present fee structure for independent studies is as follows: $ 60.00 when CCV provides the instructor and $ 15.00 when the study is developed and initiated by the student and CCV does not pay an instructor. However, because of the amount of time expended by staff in setting up an independent study with a student regardless if the instructor is paid or not, the Task Force has recommended that the present fee structure be evaluated.

Credit Recommendation Policy:

The credit recommendation policy for independent studies is as follows:

Student and his/her counselor (with involvement by instructor, where it is applicable) develop a mini-learning contract along the lines of the current course description form. If the student needs 3 credits for Financial Aid purposes, he/she will agree in the contract to spend a minimum of the equivalent of 9 hours per week for 15 weeks on the study (3 credits = 9 hrs/wk for 15 weeks).

VI. Forms

Attached are copies of the following: Application for Independent Studies, used by CV; Plan for Independent Study, used by CV; and two sample descriptions. In addition, there are materials used by the SE: Proposal for Independent Study and Independent Study Summary Report.

Student's Name_____ CCV Counselor_____

Home Phone_____ Work Phone_____ Date_____

Address_____

APPLICATION FOR INDEPENDENT STUDIES

Thinking about independent studies? A CCV counselor will help you develop your own independent study. By answering the questions below as specifically as possible, CCV will be better able to assure you of a good learning experience. After considering these questions please call a CCV counselor to arrange a meeting to discuss your study. You may wish to submit your answers to your CCV counselor prior to the meeting.

Studying independently can be tremendously rewarding, but it can also be much more difficult. People have different styles of learning - some work well on their own, with a minimum of structure, supervision, or feedback on their progress. Others prefer the support and stimulation of frequent interaction with a teacher and a group of interested co-learners. Most people seem to learn best with varying combinations of group and independent work, of academic instruction and "practical" experience. At CCV we feel that it is important for each person to develop a realistic sense of his or her own unique style of learning, in order to make intelligent choices concerning ways to attain important educational goals.

At CCV, we believe strongly in the value of independent learning; yet we know from experience that both the potential rewards and the risks (i.e., the "failure" rate) are high. Working on one's own requires high levels of maturity, clarity of purpose, and commitment to the study, in order to see it through completion. For this reason, we urge interested students to look carefully at their motivations and past performances, and to ask themselves hard questions about whether they can and like to work on their own.

What is the subject of your independent study?

What is your background in this subject?

Why do you need this independent study (as opposed to a course)?

How does this independent study apply to your future work, study or personal growth?

What do you expect to learn? What are your objectives? Please list them.

1.

2.

3.

4.

5.

How will you know when you have completed these objectives?

Describe the kinds of outside resources you will be using (e.g., libraries,bibliography community people, organizations) during your study.

What do you expect the instructor to provide?

How will your organize your time throughout the term?

If you are an A.A. Degree student how does the independent study relate to your learning contract?

If you have an instructor in mind, please note below his or her name, address, home and work telephone numbers and any pertinent information.

_____

_____

_____

_____

_____

_____

Should you wish to speak with a counselor about your independent study, call Ron Hale in Montpelier at 828-2801, or Debbie Houston in Barre at 479-0863. Please do not hesitate to use the back of both sheets if necessary for additional comments.

COMMUNITY COLLEGE OF VERMONT

Plan for Independent Study

Name _____ Address _____

Phone Number _____

Study Title _____

Study Supervisor _____ Date _____

1. Goals, Objectives, or Planned Outcomes (Describe broadly the study you are planning to undertake and discuss what you want to accomplish.)

2. Methods and/or Content (Describe a general timetable for the completion of various aspects of the study outlined, and for keeping in contact with your study supervisor.)

3. Completion Requirements (If you plan to have a product of some sort at the conclusion of the study, describe it. If not, describe how you plan to share your work, and the method you will use to evaluate the study for yourself.)

4. Resources and Bibliography (Discuss the resources you plan to use and their relevance to the study outlined, if this is not obvious.)

SAMPLE OF LETTER WHICH ACCOMPANIES SHEET OF OBJECTIVES WITH STUDENT NARRATIVE FORM.

Dear Independent Study Instructor,

As you know, Independent Studies are considered the equivalent of regular academic courses at the Community College, and as such are subject to the same evaluation procedures. Both instructor and student must write a narrative appraisal of what the student has learned from the study.

Enclosed are the CCV forms for the evaluations with the original independent study proposal. Keep in mind that your statement, along with the student's, will become part of the student's permanent transcript at the Community College. Please then, be as specific as possible so that a third party gets an intelligible picture of what the course is about and a clear understanding of the student's performance. It is necessary that a student going to a new institution get full credit for his past work and a fair placement in a new program.

As you write the statement, it might be helpful to consider the following questions:

Which of the student's (and the instructor's) original goals, objectives, and expectations were met? If those objectives changed during the semester (which can happen frequently), please indicate how and why they were altered.

What specifically was learned by the student? Please include any new skills, techniques, approaches to a subject or activity; any new knowledge gained; any new insights or attitudes developed regarding a field of activity or the student's possible future involvement in that field.

What were the specific duties, tasks, or special projects undertaken by the student? Were they completed successfully? How many hours per week did the student spend on the study? Did the student undertake any additional background reading or study, or make and study-related field trips?

Did the student, in your opinion, successfully meet the completion requirements for this independent study?

Please, collect your student's evaluation and mail it with yours to: Jan Garber-Hanke, Site Registrar, Community College of Vermont, 18 Langdon Street, Montpelier, VT 05602.

Thanks very much for your help. We are most appreciative of your time and effort with this Independent Study.

Sincerely,

Tim Welsh
Coordinator of Instruction
229-0326

Summary of work done through the Community College of Vermont by

Independent Study - Instroduction to Voice
Instructor
Spring, 1976

I. INDEPENDENT STUDY DESCRIPTION

A. Goals, Objectives, or Planned Outcomes

In this second of two independent studies in voice Kathy will continue to work to develop the fundamental techniques of a "free singing voice". She will develop skills in:

1. Posture
   a. Relaxation
   b. Correct stance - balancing
   c. Chest position
   d. Head position
2. Respiration
   a. Inhalation
   b. Exhalation
   c. Controlled exhalation
3. Phonation
   a. Starting the tone
   b. Vibration pattern
   c. Pitch
   d. Tone color
4. Resonation
   a. Formation of vowel sounds
   b. Adjustments of mouth and throat placement to produce consistent tone of uniform quality (use of jaw, tongue and larnyx)
5. Articulation

Generally we will be working toward all of the above to a well-coordinated instrument which frees the singer into expression.

This more advanced study has, as additional objectives:

1. To train her ear to be sensitive to musical notes and pitch.
2. To learn sight reading.

Student's Original Objectives: My personal goal is to have confidence in my voice, to be able to sing with other people, by myself, or whenever I feel like it. This should be achieved in my study by learning to control my voice and keep it in key. Actually, when I concentrate, I can bring my voice to match the piano note. My goal is to learn to do this without the piano and consistently.

B. Methods and/or Content

Meetings for 15 weeks, 45-60 minutes a session

C. Completion Requirements

1. A narrative self-evaluation statement at end of the course.
2. Student statement of completion requirements.

D. Other Information

The The major resource will be Fundamentals of Sight Singing and

Summary of work done through the Community College of Vermont by --

Independent Study: Spanish
. Instructor

Spring, 1976

1. INDEPENDENT STUDY DESCRIPTION

A. Goals, Objectives, or Planned Outcomes

has indicated that one of her long term goals is to be able to use Spanish in the field of nutrition in Latin America. This study is designed to provide with oral practice about readings which she will complete in the field of nutrition, as well as readings about contemporary social problems in the text Vivir Hoy. Attention will be given to vocabulary and expressions which are related to nutritional problems of Honduras, as it is expected that may be able to go to Honduras this summer. In that sense this Independent Study is designed to help her prepare for this experience. Attention will be given to verb tenses, the uses of direct and indirect object pronouns, of the prepositions por y para, and to other language structures which come to our attention in Vivir Hoy and the nutrition texts. At the end of this course will be expected to discuss verbally and in written form the causes of malnutrition in Honduras, the physical signs, and the foods and programs which would ameliorate the situation. She is also expected to design a program for summer study program for herself in Honduras which she will explain to the instructor in Spanish.

B. Methods and/or Content

will meet with the instructor from 3:00 p.m. to 5:30 p.m. on Tuesdays for fifteen weeks. All conversation during our class periods will be in Spanish. will answer questions concerning the readings she has done and some oral drill will be done each week in the use of different verb tenses, etc. While our emphasis will be in learning to speak with some confidence in the field of interest, some practice will also be given to writing in this area.

C. Completion Requirements

1. The student will write a narrative self-evaluation statement at the end of the course.

2. will answer questions orally and in written form related to the subject matters mentioned above. Her answers should demonstrate a knowledge of vocabulary related to nutrition in Honduras and the linguistic ability to talk about them in several tenses.

3. In addition will discuss with the instructor in detail, in Spanish, her summer program in Honduras as well as some basic cultural differences between Vermont and Honduras based on her interviews with Honduran students here in Vermont.

4. is expected to complete written exercises at the end of a chapter in Vivir Hoy each week. She will be expected to demonstrate the use of kitchen equipment, the names of the basic preparation of foods as well as their nutritional values.

COMMUNITY COLLEGE OF VERMONT

Proposal for Independent Study

Student's Name _____ Telephone _____

Address _____

_____

Subject of Study _____

Study Advisor _____ Telephone _____

Date Proposed _____ Date Approved _____ by _____
name

1. Describe broadly the study you are planning to undertake.

2. What are your objectives in pursuing this study? What do you expect to accomplish, or be able to do?

3. Discuss the resources you plan to use and their relevance to the study outlined, if this is not obvious.

4. Describe a general timetable for the completion of various aspects of the study outlined. If this is not possible, explain.

5. If you plan to have a product of some sort at the conclusion of the study, describe it.

6. Discuss how you plan to work with your study Advisor and the methods you will employ to keep in contact with her/him.

7. List a short preliminary bibliography, if it is appropriate, for the study.

8. Statement by Advisor

Discuss how you intend to assist student in this study.

Signature of Student

Signature of Advisor

Independent Study Summary Report

Student's Name _____ Date _____

Address _____ Tel. _____

_____

Study Subject _____

Name of Advisor _____ Tel. _____

1. List study objectives

2. Describe what the study covered and how it was carried out.

3. Over what period of time was the study carried out? How was it scheduled?

Independent Study Summary Report

4. What resources were used? Discuss their relevance to the study if not obvious.

5. Was there a product of some sort resulting from the study? If so, describe same.

6. Describe the role your Advisor played.

7. Describe the system of evaluation used - what and how.

Independent Study Evaluation

Statement by the Student: In a narrative statement, address the following questions -

1. How well do you feel you met each of the objectives established in your study proposal?
2. What was the principal learning or growth that took place?
3. How did you demonstrate what you learned?
4. What areas do you feel still need working on?
5. How might you share what you learned with others?

Independent Study Evaluation

Statement by the Advisor/Supervisor: In a narrative statement, address the following questions -

1. How well did the student meet each of the stated objectives of the study? What did the student do to demonstrate this?

2. What factors affected the student's success or lack of success in meeting the study objectives? Where would you suggest improvement?

3. What sort of work or activity do you suggest for the student's future development?

E. COMPARISON OF LEARNING STAGES BY MODEL

STAGES

MODELS	ASSESSMENT	PLANNING	IMPLEMENTATION	EVALUATION
Clusters	Student assesses needs and interests at orientation session and interview with staff.	Student attends planning session to define learning experiences; learning contract negotiated as begin each experience & Learning Support Group.	Student involves self in learning experiences and Learning Support Group.	Student completes final evaluation form for Group and each experience.
Experiential Model	Student explores learning need and why need might be met through model.	Student and counselor discuss possible constraints that might prevent total involvement; student encouraged to focus on process of learning.	Student involves self in experience.	Student reflects on experience; student and counselor complete evaluation form.
Work Experience	Student assesses self in terms of background, interests, and future plans, as they relate to work experience.	Student explores placements; student or staff contact prospective supervisor; student, supervisor and staff meet to finalize placement and negotiate contract.	Student involves self in experience and meets regularly with supervisor.	Student receives on-going evaluation by supervisor; student and supervisor complete evaluation form.
Classroom	Student assesses self in terms of needs, styles, abilities and interests.	Learning objectives and evaluation methods negotiated.	Students and teachers involved in learning activities.	Mid-term evaluation held; student and teacher complete final evaluation form.
Independent Studies	Student assesses self in terms of needs, style and plans; student considers availability of resources, time, and logistical difficulties.	Learning contract negotiated with staff, and instructor.	Student participates in study, with meetings with instructor.	Student and instructor complete evaluation form.

COMPARISON OF COST EFFECTIVENESS PROJECTIONS

	Clusters	Experiential	Classroom	Work Experience	Independent Studies
Staff Time:		9 hours	2 hours, 48 minutes	9 hours	10 hours
Cost to CCV:	+ $13.17	+ $ .65	$ .00	$30.02	$32.00

G. DESCRIPTION OF MODELS FOR BROCHURE

CLUSTER MODEL

In the Cluster Model, students have a chance to mutally support each other in a sort of a "mini-college". The core of the model is the "Learning Support Group" where the task is to define student needs and interests and investigate appropriate learning experiences. Students then engage in learning activities individually or participate in those that may take place within the Learning Support Group. Students who join a Cluster have the benefits of personal, academic and career counseling as well as the group support.

EXPERIENTIAL MODEL

The Experiential Model allows students to freely explore anything that can be gained from an experience. Because we realize that learning can often occur in unpredictable and spontaneous ways, the usual institutional processes do not apply to this model. CCV counselors, staff, and former students are available for advice and encouragement if students so desire. An important part of the process for some students may be reflecting on and evaluating the experience with a counselor upon completion. Though CCV can not recommend transfer credit, this model may be used as part of your CCV contract.

WORK EXPERIENCE

Work experience is a learning activity designed by the student and the supervisor. It may take place through a voluntary or paying job. It allows the student to "learn by doing". The supervisor helps the student plan the experience as well as directing and evaluating the learning. Work experience is a change for the student who is only familiar with the traditional classroom.

CLASSROOM INSTRUCTION

Classroom instruction is a traditional and familiar way to offer education to the learner. Subject matter (science, math, literature, etc.) can be presented to a group of students with similar needs and interests. By taking a course, students can benefit from contact with both peers and instructors. Courses provide opportunities for regularly scheduled experiences. At CCV, we also try to have students actively plan, participate in, and evaluate their classroom learning.

INDEPENDENT STUDIES

Sometimes students find that their special interests, needs or circumstances are such that they can not take advantage of classroom instruction. Also, some students have learning styles and rates that make independent learning more fruitful. For these students, we offer Independent Studies which cover a wide variety of ways to learn. A student with the help of an "instructor" may undertake such things as a project, a special reading program, an action project or a series of meetings.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 24 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES